**Biographical Worksheet**

1. **The author in this center is**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

1. **Name three books this author has written or illustrated.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3. This author has written over \_\_\_\_\_\_\_\_\_ books.**

**4. The first children’s book this author wrote was**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**5. Where does this author live?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

[**http://students.ou.edu/F/Jennifer.N.Faulkner-1/PDF/center.pdf~**](http://students.ou.edu/F/Jennifer.N.Faulkner-1/PDF/center.pdf~) **great author study sheet**

**The Author Studies Handbook (Grades K-8)~ book from amazon.com**

**Cynthia Rylant~**

[**http://www.brainpopjr.com/readingandwriting/authors/cynthiarylant/grownups.weml**](http://www.brainpopjr.com/readingandwriting/authors/cynthiarylant/grownups.weml)

**When I was Young**

**Day 1~ Read 'When I was Young' to the group, after reading have the students think how they would fill in the sentence starter, "When I was young...." and share their thinking with the group before they go to check out books. (write down their thoughts)**

**Day 2~, have class divide into 2 groups, group one checkout books while the other group does the activity: Log on to storybird.com (pictures will be ready for the students to pick from), have the students think about the sentence starter, “When I was young…” while showing the students the pictures. When a student finds a picture that speaks to them, have them call it out and dictate their sentence and add it to the page. When the group finishes, switch and continue the project with the second group.**

**Mark Teagu~**

**How Do Dinosaurs Go to School?**

**Day 1~ Read ‘How do Dinosaurs go to school?” to the group, after reading the book ask the girls to think about what Dinosaurs should NOT do at school (eat homework, growl at the teachers, etc.) and ask the boys what Dinosaurs SHOULD DO at school (follow directions, use capital letters when starting a sentence, etc.). Have them share their responses with the group before they check-out books. (write down their thoughts)**

**Day 2~** [**http://www2.scholastic.com/browse/video.jsp**](http://www2.scholastic.com/browse/video.jsp)

**Share the interview clip with the students**

**Have students help create a glogster about he do’s and don’ts of school rules~** [**www.glogster.com**](http://www.glogster.com)

**Kevin Henks~**

**Day 1~Read Owen  
Sit in a circle, with LMS being the lead. Have the blanket ready and say, "To Owen this is a blanket, to me it is a \_\_\_\_\_\_." LMS would fill in the blank with something like: a boat, then shape the blanket into a boat or a purse, then shape the blanket in to a purse. Pass the blanket to student sitting next to her and have the student say, "To Owen this is a blanket, to me it is a \_\_\_\_\_\_."   
The student then will shape the blanket into what they think and then fill in the blank with what they shaped the blanket into. The student will then pass the blanket to the next person.  
  
Day 2~** [**http://exchange.smarttech.com/search.html?q=kevin+henkes**](http://exchange.smarttech.com/search.html?q=kevin+henkes)

**Read Owen again  
Complete Smart board activity with Characters, plot, problem, solution**

**If time, post a few blanket ideas on to a glogster.**

Audrey Wood**~**

Day 1~Read ‘Quick as a Cricket’ to the group.

Discuss how different animals move and that the author used similes to help us imagine in our head the animals moving. Invite a few students to share their animal movement with a simile. Then challenge a few to share one about themselves…I’m as shy as a turtle, I’m as loud as a truck’s horn. After a few have shared, have them go check out books. (write down their thoughts)

Day 2~ **http://www2.scholastic.com/browse/contributor.jsp?id=3732**

Read Wood’s bio, talk about 4th grade goals and other statements that made the kids eyes get big. Refresh their thoughts on the similes from animals and themselves. Create a glogster on their similes

**Jonathan London**

**Day 1~ Froggy Sleeps Over**

**Before reading the book inform the class that everyone will be counting how many times Froggy goes back and forth, so their ears need to be really listening! Read the book to the class, as the book is read count how many times Froggy goes back and forth. See if everyone agrees, if not ☺ read again and count out loud.**

**Day 2~** [**http://exchange.smarttech.com/search.html?grd=g1**](http://exchange.smarttech.com/search.html?grd=g1)

**Play whack-a-mole game, questions relating to the froggy book**

[**http://www.teachingheart.net/froggybooks.htm**](http://www.teachingheart.net/froggybooks.htm)